* 12/21 students get out at 1:30; teachers get out at 3:30 and no trade time
* 12/22 no school for students; teachers get out at 1:30 but you can use trade time
* Make sure that all comp time is in order in the book
* Make sure class parties are done the last 20 mins of the day on the last day of school (20th or 21st)
* Movies should be pre-approved before viewing
* Mrs. Gwyn should go back into the classrooms to tackle the current mean behavior of the students.
* Take down all holiday décor before you leave for the holiday
* Clean all refrigerators before you leave for the holiday
* Student work should be displayed in the hallway by every class that shows higher order thinking, rigor and relevance

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| **Kindergarten** |
| * Phonemic Awareness * Phonics * Vocabulary * Comprehension * Whole and small group instruction * Different types of literature |
| **First Grade** |
| * Large group opener and closure * Differentiation * Technology based skill practice * Independent practice * Traditional weekly paper and pencil test * Computer weekly test * Teacher made and publisher made test |
| **Second Grade** |
| * Comprehension   + Strong vocabulary   + Fact and fiction   + Cause and effect * Grammar   + Writing |
| **Third Grade** |
| * Cooperative grouping * Skill introduction * Dictionary skills * Grammar * Independent practice * Integrated instruction |
| **Fourth Grade** |
| * Use of core basil for introduction skills * Novel units * Literature circles * Genre studies * Reading passage practice in whole group and individually * Picture books * Writing and rewriting |
| **Fifth Grade** |
| * Pre-assessments * Evaluate definitions * Novel study * Journal writing * Different genres |

* How does the 2nd grade summative from last year compare to the first benchmark of 3rd grade this year?

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| **What is our vision for readers at Mariam Boyd?** |
| * Students should have intrinsic desire to read |
| **What do we need to have in our literacy framework?** |
| * Vocabulary   + Do some writing with the vocabulary   + Tie the words to what they can do with them later in life   + Spelling is included   + Connect reading and writing * Comprehension * Large group instruction   + Modeling time to show kids what they should be doing while taking an assessment   + Building back ground/prior knowledge     - KWL Chart * Small group instruction   + Individual Learning groups that build student weaknesses * Individual practice * Independent practice: solo work completion * Pre and post assessment * Journal writing (needs more definition)   + Free time to write   + Directed writing from readings     - Brief summary; Vocabulary you saw; Draw a picture * Read aloud   + Modeling how to overcome difficulties in reading   + Books without pictures do tell a story * Different Genres * Integration * Grammar   + Dictionary skills   + Parts of speech * Make connections/predictions   + Asking questions   + Answering questions * Technology   + Student work published online (their sentences)   + Building background   + Project based learning   + Webquest * Making mental pictures while reading * Analyzing the authors purpose and support with text * Guided practice   + I do; We do; You do * Rigor   + Challenging on the different levels of student comprehension   + Change how you give instruction out to meet students needs and bring them up * Relevance   + Why do I need to know this?   + Make it relate to them   + Projects that bring concepts home to them * Collaboration   + EC, AIG, ESL teachers |
| **K-2 students are learning to read** |
| **3-5 students are reading to learn** |
| **Structure Suggestions**   * Suggested mandates and firmer suggestions for those not …. * Word of the week from the character trait added to the vocabulary words * Direct instruction should not last more than 30 minutes * Read aloud should be short (Hot Dots, Newspapers, poetry, weekly reader, etc.) approx. 15 mins.   + Mini lesson that honed in to some literacy skill and modeled reading   + Students draw while the teacher read alouds   + Put in some expanded exercises along with the read aloud * Professional Leave Day for individual teachers   + Principal arranges master teacher observation   + Teacher goes and reflects on observation with master teacher   + Teacher uses the remainder of the day as a teacher workday * My teacher is reading post on the door with a picture of the book * School wide reading list that includes all levels of readers   + 3 to 4 books per grade level |
| **Concerns**   * Flexibility in instruction * Not wanting to be held in a locked box * Scheduling of the day and how to make adjustments to the time   + Replace part of dear time with independent reading in a center * Consistency among all staff members   + We will monitor to ensure we all are cooperating * DPI receiving the framework   + Peer observations to get us comfortable with DPI observing |

* Google doc having teachers type in the name of the books they have in their room and the number of copies they have in their room.
* Donors choose for novels
* Begin literary circles again
* Spanish word of the week begins Monday 12/19/11